

# TRANSITION

From  
Part C Early Intervention  
To  
Part B Preschool Services

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# TRANSITION

Transition services are those services that assist a toddler with a disability and his or her family to experience a smooth and effective transition from the early intervention program under Part C to Part B services or the child's next program or other appropriate services. This includes services that may be identified for a child who is exiting Part C services and is not eligible for Part B services.

# Today's objectives

Define and review the regulations that affect transition.

Compare differences in Part C and Part B services.

Identify the roles and responsibilities of everyone involved in transition.

Identify the perspectives and expectations held by the family and child; the early intervention providers; the Part B staff and providers.

Identify steps necessary to assist the family and child prepare for the transition.

Share strategies that facilitate smoother, successful transitions from all perspectives, across disciplines, and across service delivery models.

# COLLABORATION

IDEA requires collaboration between the 2 programs  
(Part C and Part B)

- It requires family involvement, ensuring that the family and child are prepared for the transition from Part C to Part B services for eligible children.
- Assume everyone wants the best outcome for children and families possible by promoting teamwork among parties involved in the transition process.
- In order to make that happen, it is important that both programs understand the requirements of the process, and share the same information with the families.
- This will enhance collaboration between families and professionals and between the sending and receiving agencies.

# COLLABORATION

Here are some suggested norms for us to use in our collaboration efforts:

Presume positive intent — assume everyone wants the best outcome possible; don't assume hidden agendas

Pause before responding or asking a question — allow time for thinking and enhances dialogue

Paraphrase to clarify — assists others to understand ideas before decisions are made

Probe respectfully for specifics — how we talk together matters as much what we talk about

Pay attention to self and others through deep listening and observation — note how others respond to the delivery and information you are sharing

Go for Win/Win — the goal is the best approach/solution/etc. for all involved

# COLLABORATION ACTIVITY

At your table, brainstorm samples of collaborative activities that are currently a part of your practice with:

- Families
- Other providers within your agency
- Across agencies (Part C, Part B, Head Start, Child care facilities, medical, etc.)

Share successes/challenges with whole group

Brainstorm possible solutions/strategies

# ***Differences & Similarities in Part C and Part B***

# SIDE BY SIDE COMPARISON (ELIGIBILITY)

Part C definition of eligibility for EI services	Eligibility for Part B services as a Child with a Disability (Ages 3-5 only)
<p>An infant or toddler under the age of 3 may be determined eligible for EI services with a 25% delay in two (2) areas of development or 50% delay in one (1) area of development in the following areas:</p> <ul style="list-style-type: none"> <li>• Communication,</li> <li>• Cognitive development,</li> <li>• Physical (including vision and hearing),</li> <li>• Adaptive skills</li> <li>• Social Emotional,</li> </ul> <p style="text-align: center;">OR</p>	<p>A pupil under the age of 6 may be identified with with a developmental delay (DD) if the eligibility team concludes that the pupil has a DD and, by reason thereof, <u>needs</u> special education and related services and that the pupil demonstrates a delay of at least: Two (2) standard deviations in one or at least one (1) standard deviation in two (2) or more of the following areas:</p> <ul style="list-style-type: none"> <li>• Receptive or expressive language</li> <li>• Cognitive abilities</li> <li>• Gross or fine motor function</li> <li>• Self-help</li> <li>• Social or emotional condition</li> </ul>
<ul style="list-style-type: none"> <li>• Physical or mental diagnosed condition with a high probability of a delay or</li> <li>• Informed Clinical Opinion</li> </ul>	



## SIDE BY SIDE COMPARISON (ELIGIBILITY)

Part C definition of eligibility for EI services	Eligibility for Part B services as a Child with a Disability (Ages 3-5 only)
<p>Initial evaluation includes: review of pertinent medical records, child observation, parent report and a developmental evaluation.</p>	<p>IEP team and other qualified individuals must review existing evaluation data, including evaluations and information provided by parents Based on that review and input by family, team determines what additional data are needed to determine if child is a child with a disability and in need of special education and related services.</p>

## SIDE BY SIDE COMPARISON (IFSP/IEP)

IFSP	IEP
Statement of child's present levels of development in 5 domains.	Statement of child's present levels of educational performance.
Statement of major outcomes expected to be achieved by the child and family	Statement of measurable annual goals and benchmarks/objectives related to how the child will be involved and participate in appropriate activities, and educational needs that result from the disability will be met.
Statement of specific early intervention services and supports to meet the unique needs of the child and family	Statement of special education and related services, modifications, and supplementary aids and services to be provided to the child or on behalf of the child as well as program modifications or supports for school personnel



## SIDE BY SIDE COMPARISON (IFSP/IEP)

IFSP	IEP
Statement of natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in the natural environment.	An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom and in general education activities.
The projected date for initiation of services and the anticipated duration of the services, including the frequency, intensity and method of delivering the services.	The projected date for the beginning of the services and modifications. The anticipated frequency, location, and duration of those services and modifications.



## SIDE BY SIDE COMPARISON (IFSP/IEP)

IFSP	IEP
The criteria, procedures, and times used to determine the degree to which progress toward achieving the outcomes is being made and whether modifications or revisions of the outcomes or services are necessary.	Statement of how the child's progress toward goals will be measured, including how the child's parent will be regularly informed, to include the extent to which that progress is sufficient to enable the child to achieve the goals within specified segments of time.
Parent signature on the IFSP means informed written consent is given for the services listed in the IFSP.	Parent signature on the IEP indicates the parent participated in the development of the IEP. Informed written consent must be given by the parent for the initial provision of special education and related services under Part B as outlined in the IEP.



# FEDERAL DATA COLLECTION REQUIREMENTS

## OSEP TARGET IS 100% COMPLIANCE

Part C (C8)	Part B (B12)
Transition plan includes steps and services in IFSP	# of children who have been served in Part C and referred to Part B for eligibility determination
Notification to SEA & LEA, if child potentially eligible for Part B	# of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays
Transition conference, if child potentially eligible for Part B	# of those found eligible who have an IEP developed and implemented by their third birthdays.
	# of children for whom parent refusal to provide consent caused delays in evaluation or initial services
	# of children who were referred to Part C less than 90 days before their third birthday.

## PART C SERVICE COORDINATION RESPONSIBILITIES FOR TRANSITION

The Early Intervention Service Coordinator is responsible for initiating and coordinating a smooth and effective transition for each child exiting Part C services. This should include:

- Discussions of transition planning, beginning at the initial IFSP and ongoing conversation with the family.
- Preparing the child and family for changes in service delivery.
- Developing a transition plan in the IFSP and documented on the Transition Plan page of the IFSP and in progress notes.
- Facilitating the transition meeting with the parents and the representative of the local school district.

## A. TRANSITION PLAN

The transition plan in the IFSP must include any appropriate steps and services to support the smooth transition of the child exiting Early Intervention Services.

A transition plan must be established in the IFSP not fewer than 90 days, but at the discretion of all parties, up to 9 months before the toddler's third birthday .

# A. TRANSITION PLAN

The following 3 steps and services must be included in the transition plan:

- Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition;
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to, and function in, a new setting;
- Confirmation that child find information about the child has been transmitted to the LEA or other relevant agency, and with parental consent the transmission of additional information including a copy of the most recent evaluation and assessments of the child and the family and most recent IFSP.



# SAMPLE TRANSITION PLAN DISCUSSION

## A. TRANSITION PLAN-FAMILY PREPARATION

IDEA acknowledges the importance of parents and other family members in supporting a child's development.

It requires that the family of a toddler with a disability who is served under Part C, be a full participant in the development of the transition plan.

The plan must be unique to the families priorities, concerns and needs.

### ACTIVITY:

- Brainstorm at your table some strategies that you currently use to prepare families for transition.
- Share with the whole group your ideas.

## A. TRANSITION PLAN-CHILD PREPARATION

Add strategies to the IFSP and the transition plan to prepare the child for changes in the service delivery including steps to help the child adjust to, and function in, a new setting.

### ACTIVITY:

- Brainstorm at your table some strategies that you currently use to prepare children for transition.
- Share with the whole group your ideas.

## B. TRANSITION NOTIFICATION BY PART C OFFICE

The Part C office will notify the SEA and the LEA (where the toddler receiving Part C services resides) that a toddler who is receiving Part C services and who is potentially eligible for services under the Part B section 619 preschool program will shortly turn three years old and exit the Part C program.

Notification must occur not fewer than 90 days prior to the child's third birthday.

The notification contains the child's name, date of birth, and parent contact information and may include the language spoken at home.

## C. TRANSITION CONFERENCE

- With the family's approval, the early intervention program will conduct a transition conference for a toddler with disabilities that has been identified as 'potentially eligible' and is receiving IDEA Part C services and who will be exiting the Part C program to discuss any services the child may receive under IDEA, Part B.
- This conference must take place no later than 90 days prior to the child's third birthday. At the discretion of all parties, the IFSP team may conduct this conference up to nine (9) months prior to the child's third birthday.

## C. TRANSITION CONFERENCE

If a toddler with a disability is not potentially eligible for Part B preschool services or the family chooses not to participate in Part B preschool services, with the family's approval, the lead agency makes reasonable efforts to convene a conference with the appropriate parties to discuss other appropriate services that the toddler may receive.

## C. TRANSITION CONFERENCE

- The conference must include the early intervention program service coordinator, family, the LEA, and other participants of an IFSP meeting.
- The LEA will participate in the transition conference.
- If the LEA is unable to attend the transition conference, the early intervention program, must hold the conference to ensure the timelines are met.

## C. TRANSITION CONFERENCE

The LEA should provide parents at the conference with information about Part B preschool services including:

- Procedural Safeguards
- A description of the Part B evaluation/eligibility process and timelines
- Process of IEP development
- Provide necessary information to schedule the evaluation if appropriate
- Share other relevant information

ACTIVITY:

What are you currently sharing with parents at the transition conference?



# IEP DEVELOPMENT

- When developing an IEP for children transitioning from Part C to Part B preschool services, the LEA must consider the child's IFSP content.
- The IEP must be implemented by the child's third birthday. When the third birthday occurs in summer, IEP team determines date when services begin (beginning date of the next school year.)
- At the request of the parent, an invitation to the initial IEP meeting must be sent to the Part C service coordinator, or other early intervention provider, if the child previously received Part C services.

# LATE REFERRALS

What about late referrals to  
Part C or Part B  
that might affect timeline requirements?

## Late Referral to Part C – Part C Responsibilities (less than 45 days)

If a child is referred to Part C fewer than 45 days before the child's third birthday, Early Intervention (EI) is not required to conduct an evaluation, assessment, or initial IFSP meeting.

With parental consent, the EI program must refer the child to the LEA where the child resides if the child may be eligible for preschool services under IDEA Part B.

## Late Referral to Part C – Part C Responsibilities 45-90 days

If Part C determines that the child is eligible for early intervention (EI) services more than 45 but less than 90 days before that child's third birthday and if the child is 'potentially eligible' for preschool services under Part B, the Part C office must, as soon as possible after determining the child's eligibility, notify the LEA for the area in which the child resides that the child on his third birthday will reach the age of eligibility for services under Part B of the Act.

## Late Referral to Part C – Part B Responsibilities

For children referred to Part C  $\leq$  90 days from child's 3rd birthday and "served" by Part C, Part B:

- Must conduct an initial evaluation under Part B within 45 school days of receiving parental consent for the evaluation, even if that timeline expires after the child's third birthday.
- If the child is determined eligible under Part B, an IEP is developed and implemented by the child's 3<sup>rd</sup> birthday.

# TRANSITION FOR SUMMER BIRTHDAYS

- For children whose birthdays occur in the summer months the early intervention service coordinator should initiate the transition process in adequate time to ensure that school district personnel are available for the transition meeting.
- Children's eligibility for extended school year (ESY) is determined by the IEP team.
- Therefore, it is possible for a child to turn three (3) in the summer and their IEP services will begin in the start of the new school year.

# RESOURCES

**1. Timeline for Late Referral to Part C to Part B:**

[http://ectacenter.org/~pdfs/topics/transition/timeline\\_late\\_referral\\_09-12\\_OSEP\\_approved.pdf](http://ectacenter.org/~pdfs/topics/transition/timeline_late_referral_09-12_OSEP_approved.pdf)

**2. Early Childhood Transition Timeline for SPP/APR Indicators C-8A, 8B, 8C, B-11 and B-12**

[http://ectacenter.org/~pdfs/topics/transition/timeline\\_flowchart\\_APR\\_indicators\\_09-12\\_OSEP\\_approved.pdf](http://ectacenter.org/~pdfs/topics/transition/timeline_flowchart_APR_indicators_09-12_OSEP_approved.pdf)

**3. Annotated Version - OSEP Transition Checklist for Reviewing Transition Documents under Section II.A.10 of the IDEA Part C Grant Application**

<http://www2.ed.gov/fund/grant/apply/osep/2013grantawardpackages/partctransitionchecklistannotatedversionforstates.pdf>

**4. NDE IEP [http://www.doe.nv.gov/Special\\_Ed\\_Additional\\_Resources/](http://www.doe.nv.gov/Special_Ed_Additional_Resources/)**